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ABSTRACT

The advertising program at the University of Tennessee, Knoxville (UTK) has at least 12 measures of program assessment, which serve as a basis for discussion rather than as a prescription for an effective assessment program. The program assessment methods are accrediting, internal program review, teaching evaluations, a university survey of faculty, university and departmental comprehensive tests, a university survey of seniors, university senior essays, a university survey of alumni, a departmental survey of graduates, a university survey of employers, and the advertising campaigns course. The type of information, the usefulness of the information for the program, and the cost differ for each method. How much assessment is enough is a program-specific question. The answer for the UTK advertising department is "all of the above." The pressures that bring about the demand for program assessment (budget crises, external demand from the public and government for accountability, etc.) are not going to go away soon. Perhaps with dialog about assessment methods, mass communication programs will be in a better position to document their own performance and meet the demands for accountability from students, administrators, tax payers, and government. (Contains nine references. The report of the department's 1992 survey of advertising graduates and a course evaluation form are attached.) (RS)

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RESPONDING TO THE CRISIS OF ACCOUNTABILITY: A REVIEW OF PROGRAM ASSESSMENT METHODS

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RESPONDING TO THE CRISIS OF ACCOUNTABILITY: A REVIEW OF PROGRAM ASSESSMENT METHODS

Accountability, the major political crisis in public higher education, has lead to an environment where program assessment is now central to academic life. Increased pressures from the executive and legislative branches of state governments for accountability, crises in state budgets, and floods of reports critical of higher education have called into question the quality and efficiency of higher education institutions (Astin, 1991; Hebert & Thorn, 1993; Seale, 1993). In fact, Astin (1991) observed that "one of the distinguishing features of American colleges and universities is their 'fondness' for assessment (p.1)."

This paper examines how one program, the advertising program at the University of Tennessee, Knoxville, deals with assessment. It is **not** the intent of this paper to hold up the UTK advertising department as a model program. Rather, it is an attempt to share the department's assessment program and its self-examination of assessment methods in order to contribute to the dialog among journalism and mass communications educators about program assessment.

It is well documented that the state of Tennessee has over a decade of experience in university program assessment with the development of a system of value-added assessment for incentive funding [THEC] (Astin, 1991; Banta & Moffet, 1987; Banta, 1990; Hebert & Thorn, 1993). With its emphasis on assessment, the state universities of Tennessee are faced with a heavy bureaucracy of assessment methods, many which yield useful information, some of which may not. In this environment of assessment, each department within the university is encouraged to develop its own assessment program. Currently, the department of

advertising has at least 12 measures of program assessment. An assessment program of this magnitude is costly in time resources for all parties involved be they students, faculty, staff or administrators.

This paper seeks to help educators answer their own questions about how much program assessment is enough. In doing this, each of the 12 program assessment methods that are currently employed by the UTK department of advertising will be examined along the following dimensions: 1) What is the assessment method; 2) What type of information is generated from the method; 3) How is the information generated useful to the program. Also, when possible to determine, costs of each method will be reported. Instead of a prescription for an effective assessment program, this paper's contribution lies at the level of bringing assessment options to the table for further discussion.

The 12 program assessment methods that will be discussed are 1) accrediting, 2) internal program review, 3) teaching evaluations, 4) a university survey of faculty, 5) university and (6) departmental comprehensive tests, 7) a university survey of seniors, 8) university senior essays, 9) a university survey of alumni, 10) a departmental survey of graduates, 11) a university survey of employers, and 12) the advertising campaigns course.

Accrediting

"Accrediting is probably the most widely know and respected form of quality assurances among parents, government officials, and other civic friends of higher education (Bogue & Saunders, 1992, p. 29)." Within the Tennessee state system of incentive assessment, each college or school accredited by an outside organization brings a dollar

amount from the state to that campus (See Hebert & Thorn, 1993). Of course, ACEJMC is the accrediting body of journalism and mass communications programs. The strength of ACEJMC accrediting is its college-wide assessment of minimum standards of excellence. The contribution of the ACEJMC activities is limited with respect to departmental assessment because the standards are not designed to dissect each department. But departments may benefit from the college/school level contribution of the ACEJMC report. For example, the report may help the college define its goals; therefore, it helps the department see how to contribute to those goals. Also, should a department need help in meeting standards, the report may help the college in the distribution of resources to areas in need of help. For a department in good standing, the report usually reinforces that the department is meeting minimum standards of education.

The estimated cost for the college of UTK's last accrediting visit was about $5500. The department contributed the cost of document duplication.

Internal Program Review

An activity complementing the college-level information provided by the ACEJMC report is the internal program review required under the State of Tennessee assessment program. The internal program review is a department-specific review conducted once every seven years by a panel of internal and external reviewers. Three members of the review team are selected with department input from other colleges and departments within the University. Additionally, one or two members of the panel are selected from other universities with comparable programs.

The internal assessment focuses on the following areas: **1) GOALS:** Are the goals of the department clearly stated, followed, measured, and in compliance with the goals of the university? **2) CURRICULUM:** Is the curriculum well planed, complementary of general education courses, balanced, and does it expose students to contested issues, develop critical thinking, and research skills? **3) CONNECTIONS:** Do the faculty do research that reflects a broad range of scholarly inquiry, encourage interdisciplinary activity with the larger university community, participate in university service, and contribute to community service? Do students have professional opportunities and opportunities to apply knowledge beyond the class room? **4) TEACHING:** Is teaching quality rigorously evaluated, mentoring provided to new faculty, good teaching valued and rewarded, an ineffective teacher given assistance, and is faculty development assisted by the department? **5) CONNECTING WITH STUDENTS:** Is effective curricular and career advising provided, and do students have the opportunity for interaction with one another, faculty and professionals? **6) INCLUSIVENESS:** Are faculty diverse with respect to gender, ethnicity, and academic background; does the department provide opportunities for students to be exposed to diversity across the discipline and seek to include perspectives and experiences of underrepresented groups through curricular and extracurricular activities? **7) SUPPORT:** Does the department regularly evaluate its equipment, facilities and library holdings and encourage necessary improvements within the context of overall university resources?

The assessment consists of a check-list of standards, informal oral reports to the dean and the university chancellor, plus a written report detailing the above areas and including specific suggestions for the department.

The value of this assessment method is multi-fold. First, by having the assessment measures clearly outlined, the department knows the University's mission and its values; therefore, the department knows the parameters within which to work, and how to seek rewards. Second, in the constant battle over limited resources within the university, having an excellent review helps in bringing more college and university resources to the department, if needed. Third, because the review team talks not only with the department, but with other faculty in the college, the advertising department may learn how it is perceived by other departments in the college. Specifically, as a result of the latest review, the UTK advertising department is planning inter-departmental and inter-college research forums and is seeking ways to incorporate even more multiculturalism into its curricular and extracurricular activities.

The cost of this 1993 review was approximately $3000. This included honorariums to the reviewers, expenses of the external reviews, and special college-sponsored meals. The bulk of these costs are paid by the university, with the college and department splitting the costs of the special meals.

Teaching Evaluations

Teaching evaluations are probably the most familiar form of program assessment. Teaching evaluation programs must be implemented to meet the standards of both the ACEJMC and the University of Tennessee's internal program review. Three forms of teaching evaluations are used by the advertising department; university evaluations, department evaluations, and peer review.

University Evaluations: As with most university-wide measures, the university teaching evaluations attempt to quantitatively measure the instructor's performance. Students are asked to categorize the instructor along the dimensions of availability, preparation, evaluation, fairness, clarity of course requirements and overall effectiveness.

The data generated from this evaluation form are frequencies of ratings in the following three categories: outstanding, adequate, inadequate. There is no opportunity for qualitative comments by the students.

This evaluation form is of limited use to the department. It effectively identifies unacceptable teaching performance, but gives little insight into aspects of exceptional teaching. Also, no attempt is made to evaluate the course. The department uses this evaluation to see how its overall teaching performance stacks up against the university mean scores.

Department Evaluations: To complement the university evaluation, the UTK advertising department developed its own evaluation form to better judge dimensions of effective teaching. In this evaluation, both the course and the instructor are evaluated. Starting with a pool of ten questions, the department evaluation was reduced to six quantitative questions based on the examination of correlation matrices of scores across multiple semesters. Students are also encouraged to give written comments about the course, the instructor, the materials, etc. (see appendix)

The information generated from the department course evaluation can be extremely beneficial to the individual instructor in revising the course content, selecting materials, and understanding the students' experience. The quantitative results are used to check the

individual instructor's evaluations to the department mean. When scores are examined for individual courses across time, the results are beneficial in helping maintain and improve course and instructional quality.

Peer Review: Recognizing that students are not always in the best position to judge teaching effectiveness, the University implemented a peer review of teaching in 1987. The peer review, along with student evaluations, is used for the purposes of promotion, tenure and merit pay. The peer review process applies the same type of peer review process used for evaluating research to the evaluation of teaching. The UT peer review involves a team of three tenured faculty at rank or above the individual being reviewed who are qualified to judge the materials. The faculty member under review is asked to submit a portfolio of teaching materials including syllabi, tests, assignments, texts, handouts, supplemental readings, examples of students' work, audio-visual materials, and student grade distributions all representing the range of courses taught. The committee is then asked to review these materials along three broad areas: 1) appropriateness of the material selected or prepared by the instructor for the course, 2) methods used for student evaluation, and 3) the quality of the assignments for the course.

Three categories are used for the evaluation; outstanding, competent, inadequate. Assuming that most teachers will be competent, this review is designed to separate the truly outstanding teachers from the very poor. Ownership and decisions regarding future utilization of peer review reports remain with the faculty member and the department head.

There are some inherent problems with the peer review system. It is sometimes difficult to get colleagues of long standing to be honestly critical of one another's work. In

some departments, all faculty get the highest rating. The UTK advertising department has attempted to circumvent these problems and make the review more meaningful by incorporating at least one reviewer from outside the department or college.

The peer review is valuable in that it gives the department head information on which to base sound personnel decisions. It ensures that all areas of the curriculum are being addressed with current, appropriate materials. For the individual faculty member, the diagnosis is beneficial in further developing course content and teaching methods, even among the most outstanding teachers. Also, the inclusion of peer review in the tenure and promotion package helps assure that teaching as well as research is documented in the tenure process.

Faculty Survey

In conjunction with the internal program review discussed above, each department at the University is included in a faculty survey once every seven years. The survey measures faculty perceptions about the quality of the program, the student's experience with the program, faculty job satisfaction, research support, department support by the college/university, satisfaction with facilities, etc. The data is reported in frequencies by department and compared to the aggregate scores of previous years. The primary purpose of this review is to help the department prepare for the internal program review by diagnosing problems and opening discussion within the department.

University Comprehensive Test

Under THEC, the universities of Tennessee are required to administer a university-wide comprehensive test to graduating seniors. "College BASE," a national criterion-referenced test, is currently administered (Riverside Publishing, 1989). College BASE is an achievement test that assess student proficiency in English, mathematics, science and social studies. It also gauges cognitive processing skills in three areas: interpretive reasoning, strategic reasoning, and adaptive reasoning.

The College BASE test reports a variety of scores. Both individual student and institutional scores are reported.

Rather than ranking students competitively, the test is designed to measure levels of competencies, identifying the relative strengths and weakness of students. The use of the test provides administrators with both program review and longitudinal data on groups of students. The scores are referenced to other universities.

At the department level, the test evaluates the performance of the general education component of the curriculum. The test results are broken down by department so that the advertising department may see how well its liberal arts component compares to that of marketing or sociology.

Once a costly census of every graduating senior, the test is now administered to a random sample of students at a cost of $10 per student. This cost is absorbed at the University level.

Departmental Comprehensive Test

In addition to the university-wide comprehensive test, each department is required to administer a departmental comprehensive test to graduating seniors once every five years. This comprehensive test, which is written by the advertising department, is divided into two parts. Part One contains sixty questions that students graduating with an advertising degree from a college or university should be able to answer. Questions cover all areas of the advertising curriculum from principles of marketing and advertising, media planning, research, creative strategy to advertising-related social issues. Definition, "fact" and applied questions are asked. Part Two of the test gives the student 45 minutes to complete a specific creative assignment. Students are asked to compose a thumbnail layout of a retail ad with specific manditories and write a headline and body copy (100 word maximum) for the print ad. Also, students are asked to write a 30-second radio ad that will support the print ad.

In compiling the department comprehensive test, drafts of the test were written and administered to advertising seniors. Based on these draft, it was found, for example, that the test was too marketing-heavy and not advertising-specific enough. The content of the test was revised and review by an outside advertising academician from a major state university with an advertising department similar to that of UTK.

Information generated from Part One is reported in frequencies of correct/incorrect answers. Part Two is blind reviewed by two advertising faculty members using a five-item grading sheet. The student's work is awarded 1 (unacceptable) to 5 (excellent) points on each of the five criteria. The five areas are: visual and layout, headline, copy, use of benefits and overall concept. Each item is specifically operationalized. For example,

performance on visual and layout is defined as "attracts attention, involves reader, unified headline and copy, follows basic design principles." By collapsing the raw number scores into relative categories of high, medium and low performance, the intercoder reliability of the evaluation instrument is .97.

Administering this exam every five years is intended to allow for longitudinal assessment of the advertising curriculum. In other words, the department can compare its current exiting students' abilities with the abilities of exiting students from previous years. Taken together, the department and university comprehensive exams provide a global assessment of all areas of the department's curriculum, with the university exam assessing the general education component and the department exam focusing specifically on advertising courses.

Problems arise over the use of the department comprehensive test as a longitudinal measure. Given that advertising, like all areas of mass communication, changes rapidly, questions about general principles that were valid five years ago may not be valid today. Also, to make the test valid, only components that are unique to the department's curriculum and within the department's control should be included. There is no mechanism to control for the varying intellectual ability of each class. For example, does the test show improvement because the teaching has improved, or because the students' learning aptitudes are higher? Given that administering the test is required by the state assessment program, perhaps the best way to view the comprehensive test is a political necessity from which you glean what ever educational information is possible.

The cost of the department comprehensive exam is minimal in dollars (copying costs). Most of the cost comes in the form of faculty time in developing and evaluating the test.

University Survey of Seniors

Annually, the university administers a survey of graduating seniors. This survey addresses every aspect of university life from course work and faculty to participation in university activities and the quality of social life. The results are reported in frequencies for the University, college and department. This allows the department to compare its performance on the surveyed criteria to that of the college and university. The report help the department in preparing for internal reviews as well as external accrediting.

University Senior Essays

Seniors not taking the University comprehensive test described above are required to write an essay addressing two areas: 1) "Describe the best course you have taken at UTK," and 2) Compose a letter to your department head discussing what you perceive to be the strengths and weaknesses of your undergraduate major."

This is perhaps one of the most untapped university assessment resources. Currently, the data is presented to department heads in "quantitative, pseudo-content analysis" form. This aggregates out individual comments, and does not take full advantage of the potential information provided by the essay format. The department is currently in conversations with the university assessment office about the analysis of these essays in hopes of developing a more meaningful way of organizing the information.

University Survey of Alumni

Annually, the University conducts an alumni survey. The survey sample is drawn randomly from all UTK graduates of the previous two years. Like the survey of seniors, the alumni survey questions graduates about the quality of their experience at UTK and their relationships with faculty. Additionally, it asks for the alumnus' perception of her/his current work performance, and evaluations of the job skills acquired at UTK.

The data from this survey are reported in the form of mean values and frequencies. Each department receives a report of the responses of its graduates. This allows the advertising department to compare the mean scores of its graduates to the means for the college and the university as a whole.

Departmental Survey of Graduates

Annually the advertising department conducts a survey of its previous year's advertising graduates. The survey determines percent employment in advertising, how long it took after graduation to find a job, median salary range, areas where graduates find jobs, what types of jobs were found, how the jobs were found, and recent graduates perceptions of the quality of education they received from the program. The survey concludes with an open-ended question asking for any tips or advice that the recent graduate could give students still in the program.

The results of the survey are written up and distributed to advertising students, faculty and the college administration. (see appendix)

Over the past nine years, information for the survey has helped the department refine curriculum and activities. For example, as a result of the survey, the department of advertising implemented a special 1 hour required course for all advertising majors. The course, "professional seminar," deals with interviewing, resume/letter writing and other job search skills, and tours local advertising agencies, creative shops and media organizations helping students develop their own network for both internship and job opportunities. The survey also gives students a realistic picture of the job market for UT graduates, and empowers students entering the work force with the necessary knowledge to be competitive. The information generated helps students know that despite the continuing recession, advertising students do find positions in the work place. It also gives the students a realistic picture of what to expect in the job search. Finally, students are empowered by the information generated by the survey, especially in the area of salaries. By reporting the starting salaries for both men and women, women graduates know what salaries their male counterparts are being offered. With this knowledge, women graduates know not to settle for less money than their fellow male graduates. Since reporting this information to our graduates, the salary disparity between male and female UT advertising graduates has disappeared, with women and men reporting equal starting salaries in the 1992 survey.

The costs of the survey come from the department budget. These include copying and mailing in addition to time.

Survey of Employers

A new assessment measure, the university survey of employers, was developed in 1991. The population for the employer sample was derived from responses to the university alumni survey. Each alumni survey sample member was asked to supply the name and address of his/her immediate employer, and to grant permission to contact this employer.

The employer survey assessed employer satisfaction with UTK graduates' work performance and job skills, and the extent that they would hire them again and recommend them for promotion.

This survey is still in the pilot phase, and has yet to be conducted for advertising students.

Campaigns - An Authentic Portfolio Assessment

"Authentic Assessments" is one of the most current directions in the assessment literature. It is based on the premise that a true test of intellectual ability requires the performance of exemplary tasks (Wiggins, 1989). Authentic assessments replicate the challenges and standards of performance that typically face writers, business people, scientists, community leaders, designers or historians. These include, among other things, writing essays and reports, conducting individual and group research, designing portfolios, etc. Second, legitimate assessments are those that are responsive to individual students and to valid contexts. Central to this is the position that evaluation is most accurate and equitable when it entails human judgement and dialog so that the person can ask for clarification of questions and explain his or her answer (Wiggins, 1989).

The model of advertising campaigns provided by both the American Advertising Federation's campaigns competition and the Direct Marketing Association's ECHO competition, which has been adopted by the UT advertising department serves as an authentic assessment of students' abilities and of the department's effectiveness. To understand the campaigns course as an authentic assessment, it will be examined in light of Wiggin's (1989) criteria for authenticity:

1) Structure and logistics: Authentic tests are more appropriately public, involving an actual audience, client, or panel. The evaluation is typically based on judgement that involves multiple criteria and sometimes multiple judges. Also, authentic tests require some collaboration with others. The advertising campaigns class meets this first criterion in that the "test" is, in part, a new business pitch to a client, and the assessment is based on multiple criteria; which team has the most convincing research, analysis, media plan, creative, presentation skills, etc.

2) Intellectual design features: Authentic test are not needlessly intrusive, arbitrary, or contrived merely for the sake of shaking out a single grade or score. Instead, they are enabling. The campaigns course, through its "trial by fire" approach of placing the responsibility of pulling together all aspects of the advertising curriculum on the students, is definitely an enabling test that teaches students that: A) they can make good, reasonable, informed decisions on their own; B) they must be responsible for those decisions; and C) they can be advertising professionals.

3) Standards of Grading and scoring: Authentic tests measure essentials, not easily counted (but relatively unimportant) errors. Again, the advertising campaigns course meets this criterion in that essentials of success in the advertising business, conceptual/critical thinking, creative thinking/problem solving, written communication skills, verbal presentation skills, ability to work as a team, self-motivation, and competitiveness, are measured in the final product, the campaign.

4) Fairness and equity: Authentic tests ferret out and identify (perhaps hidden) strengths. The aim is to enable students to show off what they can do. Finally, anyone who has had direct experience with the advertising campaigns course can testify to the experience of seeing students shine or fail on their own merits.

The advertising campaigns course, through letting students do what they are trained to do, helps the faculty see where the strengths and weaknesses of the curriculum are. For example, by comparing the UT campaigns presentations from recent years to those of eight years ago, vast improvements in the areas of research and presentation skills are seen. These areas have been recently emphasized in the curriculum. However, with an increased emphasis on research and strategy, it has been noted that the actual creative product has suffered. This evidence has helped the advertising focus on two key questions: 1) can the department teach all things equally well? and 2) if the department chooses to continue its emphasis on management/research/strategy, is the end creative product acceptable?

Given that advertising campaigns is part of the curriculum, viewing it as an assessment tool is serendipitous in that it is a no additional cost method of program examination.

Enough is Enough?

Now that the twelve assessment methods have been described, the focus of discussion turns to the question, "How much assessment is enough?" Ideally, each method discussed generates potentially useful information. How much assessment is enough becomes a program-specific question. The answer for the UTK advertising department is "all of the above." However, this is more of a mandate rather than a choice. As a result of THEC, and mechanisms it has established, all of these activities, except for campaigns and the survey of employers, are required. For example, even the department's survey of graduates which was instituted before it was required under THEC, now fulfills a requirement of the state mandated internal program review. This requirement dictates that the department must gather information from graduates and use it to develop the program.

While the UTK advertising department does not have much of a choice as to whether to continue or stop these assessment methods, other programs may have more latitude in building their own assessment programs. Through an examination of the strengths and weakness of each of the twelve methods discussed above, other programs may be in a better position to adopt, adapt or reject any of these assessment methods.

Lombardi (1993) posits, "To counterattack against criticism from the public, we need to explain and teach the public what the universities do, how they do it, and why it costs so

much... The key weapon here is accounting." As a means of evaluating the potential usefulness of the above assessment methods for individual programs, Astin's (1991) suggestion of basic "counterattack" questions may be of use. These questions are: 1) How effectively are the universities using the money already given to them? 2) How much are the students really learning? 3) Are the students learning what we expect them to learn? 3) Are the students developing the kinds of talents and skills that are needed by the state's economy? 4) Are the students developing the kind of leadership qualities that will help them become productive and effective professionals?

Is gathering these answers enough? The answers to these questions which may be generated by any number of assessment methods are only one component to an effective "counterattack" of the critics of higher education. The second central component, which is often overlooked, is the communication of these answers to higher educations' key internal and external publics. Circulating these answers in concise, easily understandable reports to students, faculty, administrators, parents, tax payers and politicians is essential in effectively using assessment information for the benefit of a program, college or university. While this paper has not dealt in detail with this second key component, it would be remiss not to stress the importance of communicating assessment results. After all, implicit in accountability is information reporting.

The pressures that bring about the demand for program assessment (budget crises, external demand from the public and government for accountability, etc.) are not going away anytime soon. Perhaps with dialog about assessment methods, be it based on the experience of one program as reported in this paper or on a comprehensive survey of all university

programs, mass communication programs will be in a better position to document their own performance and meet the demands for accountability from their key publics: students, administrators, tax payers, and government.

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Appendix

Report of the Department's 1992 Survey of Advertising Graduates

(circulated to students, college and university administration, included in accrediting and internal review reports)

Department Course Evaluation Form

1992 Survey
Of Advertising Graduates

The findings reported here are based on responses provided by 17 of the 42 students who graduated in 1991-92. They give a fairly realistic picture of the job market. Despite the continuing recession, advertising graduates do find positions in the workplace.

1. Seventy-six percent of graduates were employed at the time of the survey.

2. The majority of graduates found jobs in 2-3 months after graduation.

3. The median salary range is $17,501 to $20,000, the same as 1991.

4. Males and females reported equal starting salaries.

5. About half of the graduates took jobs in Tennessee. Other places of employment included Georgia, North Carolina, and West Virginia.

6. Graduates were employed in a variety of positions and with a variety of employers. Seventy percent work in advertising or advertising-related positions.

7. Advertising agencies and media were the dominant employers. Graduates were most often employed for media planning, copywriting/design, and account services jobs.

8. Graduates found their jobs through a variety of methods. The dominant ones were through contacts they initiated, tips from family members and friends, and published classified ads.

9. Fifty-three percent of graduates felt they had earned a degree of "high quality."

10. Tips and advice from last year's graduates to students still in the program include:

I received eight job offers after about 40+ interviews. Rejection is a big part of the interview process....UT's advertising program is somewhat underrated. The training I received helped me to think on my feet, learn to work in groups, and utilize targeting data. That's what I do for a living. My employer tells me I was selected out of over 300 applicants--most being MBA grads!

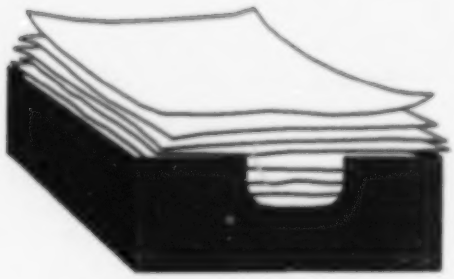
If I can find a job, anyone can.

Become very "Mac" literate if you plan to go into creative design. My strong computer skills got me the job I have today. Do practicums!

The classes I took really did help me to organize and to adjust to my new job.

Be active in anything advertising related. Join Ad Club, become involved with community projects/promotions. Employers can tell if you were really involved or if your resume is "padded."

1993 Survey Of Advertising Graduates



The findings reported here are based on responses provided by 25 of the 57 students who graduated in 1992-93. They give a fairly realistic picture of the job market.

1. Ninety-two percent of graduates were employed at the time of the survey.

2. Of those employed, 91 percent said their work was related in some way to knowledge and skills they acquired in the advertising program.

3. The average time to find employment was one month.

4. The median salary range is $20,001-$22,500.

5. About half of the graduates took jobs in Tennessee. An almost equal number took jobs in Georgia. Other places of employment included California, Colorado, and New York.

6. Graduates were most often employed in media planning and buying, advertising management, product sales, production and creative.

7. Graduates found their jobs through a variety of methods. The dominant ones were through contacts they initiated and names provided by the Department of Advertising.

8. Asked what advice they had for students currently enrolled in the program, the 1993 graduates said:

When it comes to money, ask and you will receive. Do not underestimate the value of your education.

Be open for relocation! Network! Network! Network!

Learn how to work well with others and how to think for yourself.

Get as much intern/practicum experience as possible. Jobs are definitely out there; you just have to be in the right place at the right time.

Get practical work experience while you are still in school. It really helps to start making contacts in the business community as soon as possible.

Use the career office. There are opportunities that you could miss--things you never would have known about without it.

Work hard and give 110%. What you learn will prepare you for just about anything. The education I received from the Department of Advertising was top notch.

Department of Advertising
University of Tennessee

COURSE EVALUATION FORM

Course Number:_____Term:_____Instructor:_____

Instructions: Please give thoughtful consideration to your responses on this form. Use other courses and other faculty at the University of Tennessee as your point of reference.

For each item below circle a number from 1 to 5 where

1=Poor
2=Below average
3=Average
4=Above average
5=Excellant

1 2 3 4 5 Degree of intellectual challange represented by this course

1 2 3 4 5 Your motivation to do well in the course

1 2 3 4 5 Instructor's ability to present course material at an understandable level

1 2 3 4 5 Instructor's fairness and thoroughness in grading

1 2 3 4 5 Overall, rate the course

1 2 3 4 5 Overall, rate the instructor

Please make additional comments about the course, the instructor, the textbook, or anything else that you think the instructor should know.